



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tahoe Truckee Unified School District	Jeff Santos, Todd Rivera & Valerie Simpson TTUSD Executive Directors	vsimpson@ttusd.org 530 582 2500

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

2021 Expanded Learning Opportunities Grant Plan

Stakeholders were engaged with the ELO plan in the following manner:

*Step 1: Stakeholders were provided an overview of the plan in a transparent and factual manner

*Step 2: Questions asked by the presenter were developed to engage stakeholders with understanding plan elements, surfacing questions, concerns, and ideas for actions

*Step 3: Questions, concerns, and ideas from each meeting were captured on an overall stakeholder document. Other means of communication(email, in person, etc.) were also made available.

*Step 4: Questions were answered either at a follow-up meeting, via email, or in person.

*Step 5: Actions were considered for the ELO based on the following: alignment to the district vision, what the research says, and the availability of human and financial resources to implement and monitor the suggested action.

Meeting Dates:

*Parent Superintendent Advisory: May 13

*DELAC: April 22 & May 13

Each school engaged its stakeholders through leadership team meetings, staff meetings, SSC, ELAC, and PTO. Principals were also available to meet with individual stakeholders as needed.

ACMS

Parent Meeting Dates - 4/21/2021, 4/27/2021 and 4/30/2021

Staff Meeting Dates - 5/05/21

DTE

Parent Meeting Dates - 5/04/2021

Staff Meeting Dates - 5/04/2021

GES

Parent Meeting Dates - 4/29/2021

Staff Meeting Dates - 4/29/2021

KBE

Parent Meeting Dates - 4/27/2021 and 4/06/2021

Staff Meeting Dates - 4/29/2021

NTHS

Parent Meeting Dates - 4/29/2021

Staff Meeting Dates - 4/29/2021

NTS

Parent Meeting Dates - 5/04/2021

Staff Meeting Dates - 5/19/2021

SHS/CSA

Parent Meeting Dates - 5/05/2021

Staff Meeting Dates - 4/23/2021 and 4/30/2021

TES

Parent Meeting Dates - 4/06/2021, 4/26/2021, and 4/27/2021

Staff Meeting Dates - 04/22/2021

THS

Parent Meeting Dates - due to the short timeline, unable to hold a parent meeting

Staff Meeting Dates - 5/12/2021 and 5/19/2021

TLE

Parent Meeting Dates - 4/06/2021, 4/20/2021 and 4/28/2021

Staff Meeting Dates - 4/29/2021

Staff and Parent Input

Within the School Day

Career Day/Class to meet real professionals

Provide one-on-one tutoring with office hours for struggling students within specific subject areas - longer than 30-minute sessions

Provide outside seating to create outdoor environmental education plus space for lunch/snack outside

Provide one-on-one with teacher/staff to follow the student from the beginning of school to the last day at school (for ES, MS, HS)

District funded full-day kindergarten program

Additional Staffing Needs

Extending intervention position from .3 to .5

Paraprofessional support

Additional staff

Have paraprofessionals available at Parks & Recreation

Additional Bilingual Aide

Full-time counseling-aide/career tech

Hire more paraprofessionals to support small groups/target learning

Student invention program better in the morning/before school starts

More Math support (similar to Reading Intervention)

Walk to learn programs successful in the past (pairing with different teacher/staff

Alternative curriculum to meeting multiple credits

Add intramural sports or a team B to include all levels of athletes

Access to literacy, math, science, reading

Team-based projects

School assemblies

Enrichment classes - handwriting/cursive, keyboarding, Spanish (immersion)

Extended School Day/Year

Extend School Day and offer transportation

Afterschool staffed study hall and/or activities

Summer - virtual and in-person learning opportunities

Create learning hubs

Online learning outside of the school day - year-round

Summer Reading program

Afterschool Programming to support academic/enrichment (coordinate with other organizations)

Go to neighborhoods in need to offer additional support, tutoring, food/nutrition, etc.

Online office hours

Homework hotline staffed by HS students

Empower parents to teach their student(s) outside of school hours to support school learning

Provide education for parents - how to check on students' grades, progress. How do they help their child and advocate for their learning?

Emotional Well-being/Mental Health

Clubs/Activities (sports, leadership, peer clubs, Latino students) during recess

Support students' self-image - "kids don't care what you know until they know you are"

Yoga, book club, or quiet time mixed in with intervention, tutoring time

On-campus therapist; peer support groups

Sports and other outdoor activities

Wellness Center at all school sites

Challenge Day

Motivational speakers

Snack cart available to all

Teachers have an allowance for snacks

Diversity Programs

Place or hub to hang out

Focus on students' strengths (i.e., sports help students grow and learn)

Community-wide events (i.e., Day of the Child, family events)

Peer-to-Peer support club/groups

Partner staff with a student for emotional support (trusted adult program)

Mentoring (tutoring) program

Create other opportunities for fun learning

Non-related sports clubs (Minecraft, D&D, acting, music, chess)

Field trips

Other ideas

Access for all students

Update library computers

Change focus to growth opportunities instead of what was lost to support growth

Transportation available to all

Create Leadership Group to bridge Aim High and middle school

Professional development on:

Biases

Cultural Biases

Equity

Strength-based teaching

More planning time for grade-level groups and PLCs (cross-curriculum opportunities)

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2021 Safe Return to In-Person Instruction and Continuity Plan

The District received feedback on the COVID-19 Safety Plan from the Superintendent's Parent Advisory Group, bargaining units, District leadership, and the public and has posted the plan on the District's website. The District also received feedback and agreement with bargaining units for the return to in-person instruction through MOUs, which addressed safety mitigation measures and provided details on the instructional model and learning expectations for our students. There were separate MOUs for Distance Learning, The Hybrid Instructional Model, and five-day in-person instruction. The District presented its plans for Distance Learning, Hybrid Instruction, and Five Day In-Person instruction at regularly scheduled Board Meetings and provided opportunities for public comment. Plans were distributed to parents before transitions into the different instructional models through regular messaging via email and postings on the District Website. In addition, the District solicited extensive feedback from staff, leadership, and parents in the development of the 2020 - 2021 Learning Continuity Plan and the Expanded Learning Opportunities Plan. The Expanded Learning Opportunities Plan includes additional supports needed in the 2021 - 2022 school year to address student academic needs, learning loss, and socio-emotional and mental health resources for students and staff. All feedback received from these different components has been incorporated into the District's plan for in-person instruction in the 2021 - 2022 school year. The Safe Return for In-person Instruction will be presented to the Board of Education and additional public comments. The District will revise its plan once updated CDPH guidelines for K-12 schools are released.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Tahoe Truckee Unified School District does not receive concentration grant or the concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

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2021 Safe Return to In-Person Instruction and Continuity Plan

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Since we had comprehensive input as outlined above this information was also used for ESSER III plan

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Strategies for Continuous and Safe In-Person Learning: Successes

1. Improvement of indoor air quality with the provision of air purifiers for all learning spaces and inspection and testing of HVAC systems to ensure proper operation.
2. Options for outdoor eating as weather permits.
3. Adherence to CDPH and District COVID-19 safety mitigation protocols. In addition, the District has made available cloth, disposable, N95/KN95 masks for all staff and students throughout the year as well as individual water bottles and additional wash and water stations.
4. Additional nursing staff to support schools and contact tracing.
5. District-operated testing center implemented during the COVID surge starting in January 2022.
6. Increased counselor support at school sites through additional FTE and contracted social workers.
7. Addition of wellness centers at both middle schools to support students' emotional health during the pandemic.
8. Provided Trauma-Informed training to all staff to help identify students in need of support.
9. Increased Community Liaison staff to support communications to parents.

Strategies for Continuous and Safe In-Person Learning: Challenges

1. Difficulties in securing qualified staffing to fill critical roles such as Special Education Instructional Aides, bus drivers, and support positions such as campus monitors and counselors.
2. Adequate staffing to keep up with contact tracing protocols, especially during periods of large increases in positive cases.
3. Shortages of staff due to positive cases and quarantine.

Addressing the Impact of Lost Instructional Time: Successes

1. One-time payment to classroom teachers to plan for and provide instruction to students who are quarantined due to Covid 19. This compensation allowed TTUSD to create flexibility for students during quarantine. Teachers were more willing to do the "extra" work and provide "extra" instruction for those students.
2. All Elementary Teachers to be trained in the LETRS program for grade-level reading during 2021 -2022 and 2022 - 2023. The majority of our elementary teachers are participating in this comprehensive program.

Addressing the Impact of Lost Instructional Time: Challenges

1. Provide additional PD days, extra duty. PD is not being offered this year.
2. As a result of the impact of Covid, only some staff have taken on the extra duty to support students. The other four actions under Addressing the Impact of Lost Instructional Time, are planned for Summer 2022.

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Use of Any Remaining Funds: Successes (Jeff)

1. We have some staff providing extra support to students.
2. Adding the community liaison position has been extremely beneficial. The position is at the largest district high school and provides additional support to students via increased communication to families, attending meetings to translate or support, and starting student clubs.

Use of Any Remaining Funds: Challenges (Jeff)

1. As stated above Covid has greatly impacted the staff's ability to take on additional hours and responsibilities to support students.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The District is using one-time funding such as the Expanded Learning Opportunity Grant and ESSER III to address all safety mitigation measures, expanded learning, and support systems for students, including additional support staffing, extra duty, professional development as it relates to learning loss. The District continues to utilize all other general fund resources to support core programs, special education, CTE, and other regular and support staffing identified in the LCAP goals.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021